

The 10 Steps of the AVID Tutorial Process

The AVID tutorial process has been divided into three parts—
before the tutorial,
during the tutorial
and after the tutorial.

These three parts provide a framework for the 10 steps that need to take place to create effective, rigorous and collaborative tutorials.

Read and note the key components of each step of the tutorial process, as described on pages 2–5 of this handout.

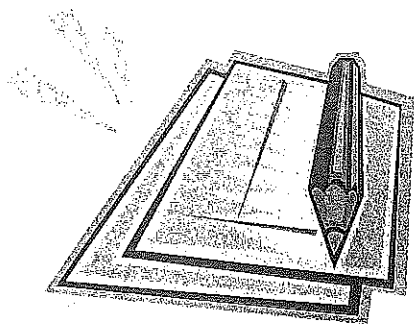
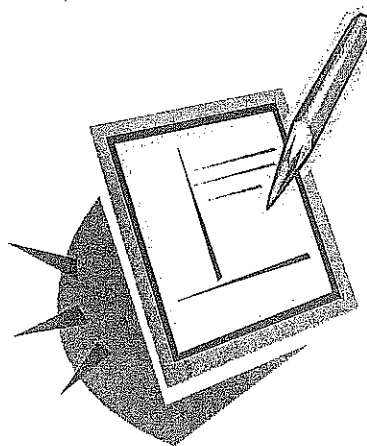


1.9: Tutorial Process Overview

Before the Tutorial (Steps 1–3)

- Directions:** Read and note the key components of each step of the tutorial process by circling the key terms and underlining the main ideas.

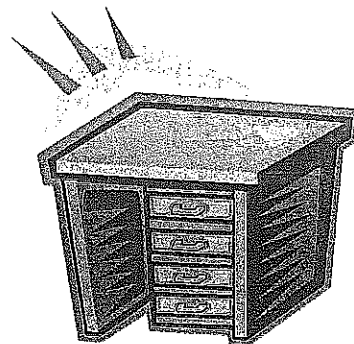
1 In their academic classes, students take Cornell notes guided by the Essential Question on the material presented in lectures, textbook readings, videos, handouts, etc. After class, students review their notes, create questions in the column on the left and write a summary at the bottom of the page responding to the Essential Question. (See the Focused Note-Taking CD and Cornell note section of this book for detailed information.)



2 While completing homework/studying for tests/ reviewing Cornell notes the night before a tutorial, students identify a point of confusion. Using the Tutorial Request Form (TRF), students complete the pre-work leading to the point of confusion. This pre-work includes: initial question, key vocabulary associated with the question, prior knowledge, critical thinking about the initial questions and the steps/ process used to identify the point of confusion.

Note: The TRF also includes: accountability for bringing resources, using collaborative inquiry, taking notes and reflecting.

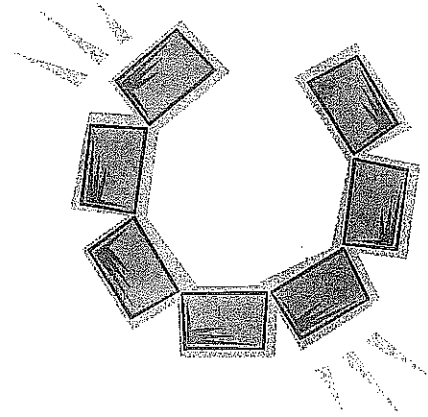
3 As students enter the room, the teacher/tutor checks the TRF pre-work and resources. The resources students bring to support their point of confusion include: Cornell notes, textbooks and quizzes.



1.9: Tutorial Process Overview

During the Tutorial (Steps 4–7)

- 4** Teacher/tutor places students in tutorial groups of 7 or fewer, meeting the 7:1 student/tutor ratio. It is important for the tutor to communicate with the teacher to determine the method used to group students (Tutorial Analysis Grade Reflection, question content, core teacher, etc.). Group members sit in a semi-circle (horseshoe shape) to facilitate communication/collaboration among all students, facing a board on which the student presenter can record his/her pre-work and point of confusion.



- 5** The student presenter writes the point of confusion (POC) question on the board and explains to group members his/her pre-work by giving a 30-Second Speech. Next, group members ask questions using the Levels of Thinking to probe deeper into possible approaches to solving the point of confusion. During this inquiry process, the student presenter begins to make sense of the question and records notes on the board while group members take three-column notes on what he/she has written.



Group members are not responsible for finding the answer to the student presenter's question; their primary goal is to prompt the thinking and guide the student presenter, using critical thinking.

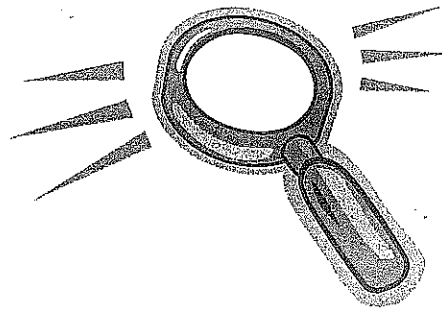
The tutor's responsibility is to coach/facilitate the inquiry process among group members, rather than interacting one-on-one with the student presenter. The tutor sits in the group and takes three-column notes for the student presenter during the time he/she is at the board. The tutor should have no more than one equal voice in the tutorial.

1.9: Tutorial Process Overview

During the Tutorial (Steps 4–7)

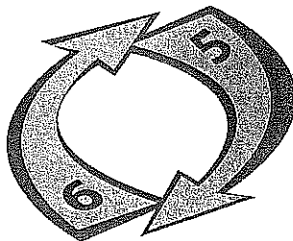
6

Group members/tutors help the student presenter think about the steps or process used to clarify his/her point of confusion. Checking for understanding occurs as the student presenter reviews with the group the work completed and articulates the steps or process used. The steps/process can be recorded on the whiteboard in a third column.



7

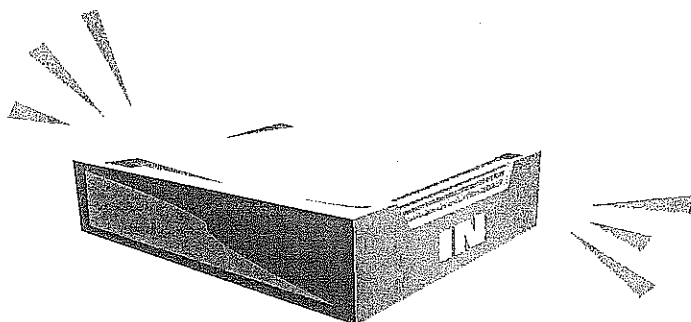
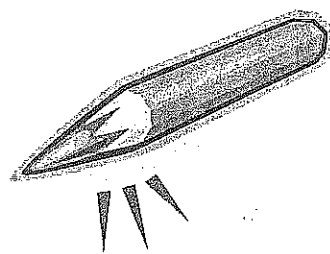
Steps 5 and 6 are repeated for as many group members as time allows. If time runs out before some students have had a chance to present, make sure there is a system in place to ensure these students present first during the next tutorial session. There may be times during the tutorial session that the critical thinking process does not enable the students to clarify a point of confusion. In this situation, the session can be used to create questions to take back to the content teacher for additional support, a tutor or student from another group could assist the struggling group, or a content teacher can come in to offer support as a guest tutor.



1.9: Tutorial Process Overview

After the Tutorial (Steps 8–10)

- 8** Following the tutorial session, all students write a reflection on their learning on the TRF. If a student did not have the opportunity to present, he/she can reflect on his/her learning based on another presenter's point of confusion. If time permits, students can share their reflections with a partner, the group or the whole class.



- 9** At the end of the tutorial session, students turn in the TRF to the tutor/teacher for grading and feedback. Students keep their three-column notes taken during the tutorial session. The TRF grade is based on: the pre-work inquiry, resources, collaborative inquiry, three-column notes on presenter's point of confusion and the reflection.

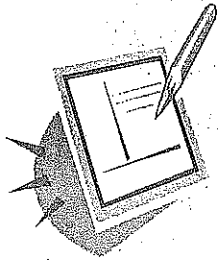
- 10** Teacher/tutors/students collaborate to debrief the tutorial—its effectiveness, concerns of the participants and ideas for refinement. Students then take what they have learned about their point of confusion back to their content area classes to verify their learning.

Note: The teacher and tutor schedule time to meet again to debrief the tutorial process.



Steps in the Tutorial Process

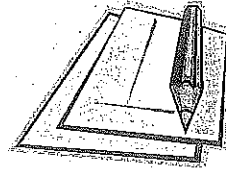
Before the Tutorial



1

Students take Cornell notes in their academic classes.

2



Students complete the pre-work inquiry on the Tutorial Request Form (TRF) while reviewing Cornell notes, completing homework or studying for a quiz/test.

3

As students enter the room, the teacher/tutor checks the TRF pre-work and Cornell note resources.

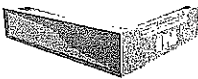


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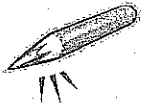
Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.

9



Students turn in their TRFs to teacher/tutor for grading and feedback.

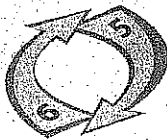
8



Students complete a written reflection on the learning that occurred from clarifying the point of confusion.

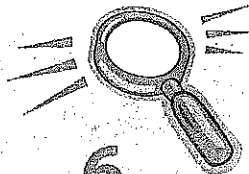
After the Tutorial

7



Steps 5 and 6 are repeated for as many group members as time allows.

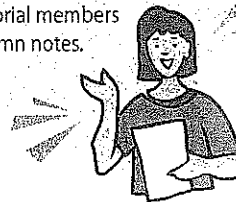
6



The group members/tutors check for understanding as the student presenter reviews the work and articulates the steps/process used to clarify the point of confusion.

5

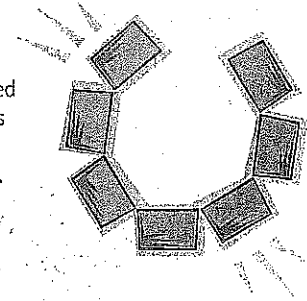
The student presenter begins the tutorial by giving a 30-Second Speech about his/her pre-work. Tutor and group members ask questions to guide the student presenter through the critical thinking process. All tutorial members take three-column notes.



During the Tutorial

4

Students are divided into tutorial groups to meet the 7:1 student/tutor ratio.





Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

Subject: Standard/Essential Ques.:	Name: AVID Period: Date:
--	---------------------------------------

Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
/12	/1	/2	/3	/7	/25

Initial/ Original Question: _____ **Source, page # & problem #:** _____

/1

Key academic vocabulary/definition associated with topic/question:

- 1.
- 2.

/2

What I Know about My Question:

- 1.
- 2.

/2

Critical Thinking about Initial Question:	Identify General Process and Steps:
/3	/2

Question from Point of Confusion:

/2

Two--Column Note--taking (In class---During the Tutorial)

Take two/three---column notes (question/notes/steps or process) during the tutorial on notebook paper. Keep your notes in your binder to study.

Reflection (In class--After the Tutorial)

My point of confusion is based on a focus area from my Grade/Tutorial Analysis: Yes No

I was a student presenter during tutorial today: Yes No

My point of confusion was _____

_____ /1

What I learned about my point of confusion is _____

_____ /1

I gained a new/ greater understanding of my point of confusion by/when... _____

_____ /2

This learning is important because it connects to my previous learning/experience, myself, and/or my world (circle one), in the following way... _____

_____ /2

What I found meaningful about today's tutorial session is _____

_____ /1



Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)
Think-A-Loud

Subject: Standard/ Essential Question:			Name: AVID Period: Date:		
Pre-work Inquiry /12	Resources /1	Collaborative Inquiry /2	Note-Taking /3	Reflection /7	Total /25

Initial/ Original Question: (Directly from book, quiz/test, notes, etc.)
Source, page # & prob.#: _____
 • “As I review my resources (Cornell Notes, textbook, workbooks, quizzes/tests), what is something that I don’t understand?”
 • “How can I simplify and explain this question in my own words?” /1

Key academic vocabulary/definition associated with topic/question:
 • “What are the key academic vocabulary words I need to understand?”
 • “What is the definition from my book or notes?”
 • “Can I define them in my own words?” /2

What I Know about My Question:
 • “What do I know about my initial question?”
 • “What concept does this remind me of?”
 • “How can I organize the information?”
 • “Can I connect this concept to prior knowledge from this content area or another subject?”
 • “Can I make a prediction about a reasonable answer?” /2

Critical Thinking about Initial Question:
 • “What can I show about my question?”
 • “What does the textbook or notes say about this topic?”
 • “How do I plan to approach this question; what strategies should I use?”
 • “Can I work backwards?”
 • “From my initial question, what do I know and what can I show?”
 • “Have I done a similar problem/ question and what steps did I take to solve it?”
 • “Can I break down the question to smaller parts and if so, what would they be?”
 • “Can I call someone from my class to assist me?”
 • “Is there a reliable website that can support me in my learning?” /3

Identify General Process and Steps:
 • “What are the steps to what I know?”
 • “What can I show that I can apply to a similar problem?” /2

Question from Point of Confusion (POC):
 (This the tutorial question. Using academic vocabulary, create a tutorial question based on your point of confusion.) /2

Collaborative Inquiry (During the Tutorial)

Notes from Inquiry:
(Completed by tutor from what I recorded at the whiteboard.)

- When the tutor sees or hears the “Ah ha” indicating that I understood the point of confusion, he/she will record a “!”
- The tutor will record any key words or conversation occurring at the “!” moment so I can more easily identify what I was thinking and/or what assisted me in clarifying the point of confusion.
- This “!” can be used for me to reference while I write my reflection.

• If my point of confusion is that I don't know what I'm doing wrong in my problem, as we look at my pre-work and rework the problem during the tutorial, the tutor will circle where I was making the error. Then as a group, we will write a question from that point.

Continue to Identify Process and Steps:

- “As I review my work, what were the individual steps I took to clarify my point of confusion?”

These two-column/ three-column notes should be taken on notebook paper.

Reflection (In class--After the Tutorial)

My point of confusion was ... _____

_____ /1

What I learned about my point of confusion is... _____

_____ /1

I gained a new/ greater understanding of my point of confusion by/when... _____

_____ /2

This learning is important because it connects to my previous learning/experience, myself, and/or my world (circle one), in the following way... _____

_____ /2

What I found meaningful about today's tutorial session is... _____
_____ /1

Tutorial Request Form (TRF)

Pre-work Inquiry (Before the Tutorial)

Subject: <i>AP Economics</i>			Name: <i>Jackie</i>		
Standard Essential Question:			AVID Period: <i>5^o</i>		
			Date: <i>2/10/11</i>		
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
___/12	___/1	___/2	___/3	___/7	___/25
Initial/Original Question: Source, Page # and Problem #: <i>SG, p. 257 #1</i>					
<i>How would you explain the meaning of the opportunity cost of producing a product and the difference between an explicit cost and an implicit cost? 11</i>					
Key Academic Vocabulary/Definition Associated With Topic/Question:					
<ol style="list-style-type: none"> <i>1. explicit cost = the monetary payments that a firm makes to obtain resources from non-owners of the firm.</i> <i>2. implicit cost - the monetary payments that would have been paid for self-owned or self-employed resources if they had been used in their next best alternative outside the firm 12</i> 					
What I Know About My Question:					
<ol style="list-style-type: none"> <i>1. Economic costs can be explicit or implicit.</i> <i>2. Normal profit is an implicit cost and is the minimum payment that entrepreneurs must receive for performing the entrepreneur's functions for the firm. 12</i> 					
Critical Thinking About Initial Question:			Identify General Process and Steps:		
<i>• By ^{knowing} using the importance of the implicit cost and explicit cost, opportunity cost can be understood much better</i>			<ol style="list-style-type: none"> <i>1. Know difference between explicit and implicit costs</i> <i>2. POC ?</i> 		
<i>POC - is distinguishing the opportunity cost of producing a product</i>					
<i>13</i>			<i>12</i>		
Question From Point of Confusion:					
<i>How do I apply the definitions of explicit and implicit costs to explain the opportunity cost of producing a product? 12</i>					

Three-Column Note-Taking (In Class—During the Tutorial)

Take three-column notes (question/notes/steps or process) during the tutorial on notebook paper. Keep your notes in your binder to study.

Reflection (In Class—After the Tutorial)

My point of confusion is based on a focus area from my Tutorial Analysis Grade Reflection: Yes No

I was a student presenter during tutorial today: Yes No

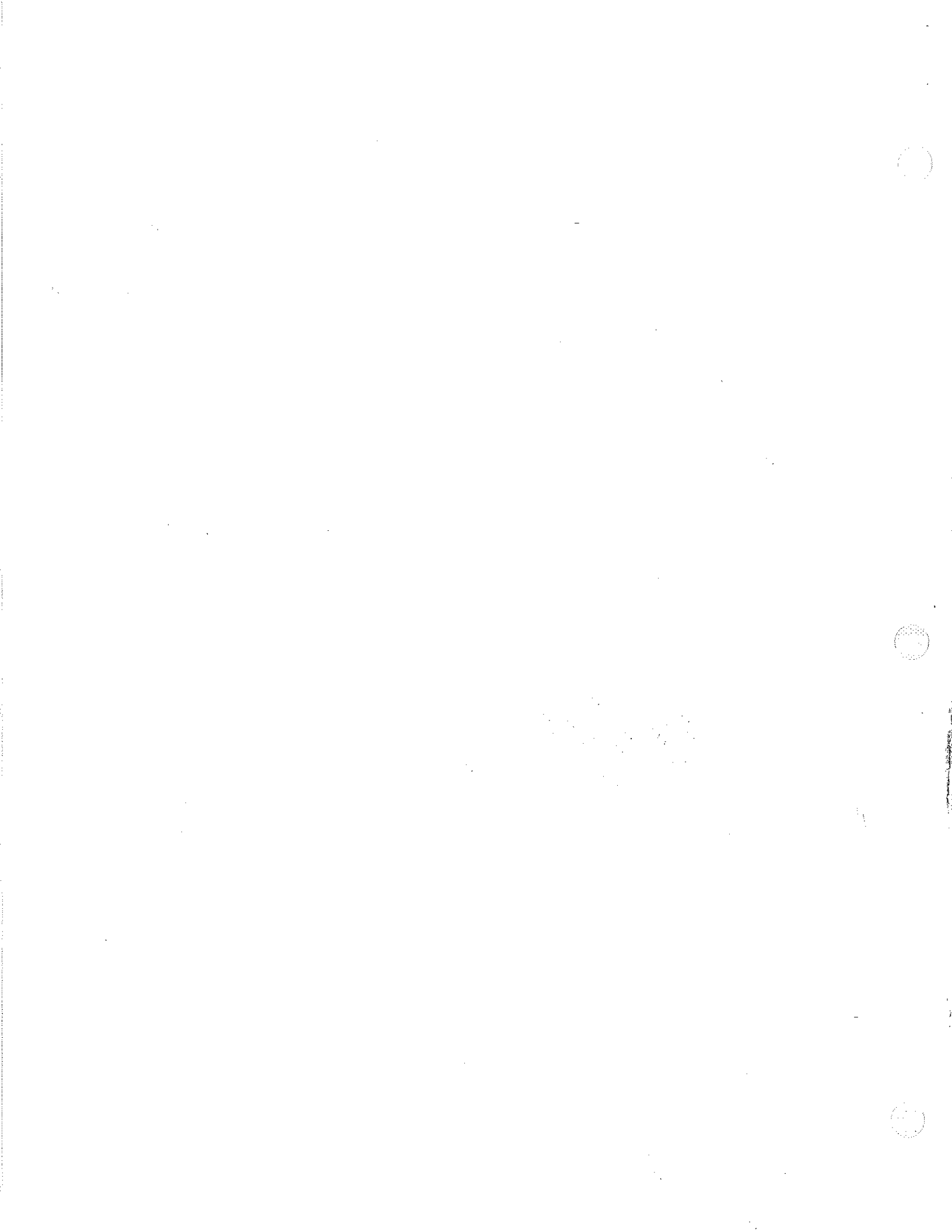
In the space below, elaborate on the following questions as you reflect on the tutorial process: What was your/ the point of confusion? What did you learn about the point of confusion? When/how did you gain a new/ greater understanding about the point of confusion? How does this new learning connect to previous learning/ experiences, yourself and/or the world? What did you find meaningful about the tutorial session?

17

My point of confusion was identifying the difference between explicit and implicit costs and applying it to the opportunity cost of producing a product. What I learned about my point of confusion is that there is a relationship between opportunity cost, implicit and explicit cost. I gained a greater understanding of my point of confusion by identifying the similarities between opportunity and economic costs. This learning is important because it connects to my previous learning because I know what economic cost means and by relating it to opportunity cost, I understand better. What I found meaningful about today's tutorial session is that I am now able to distinguish the difference between the implicit and explicit costs and how they apply to the opportunity cost.

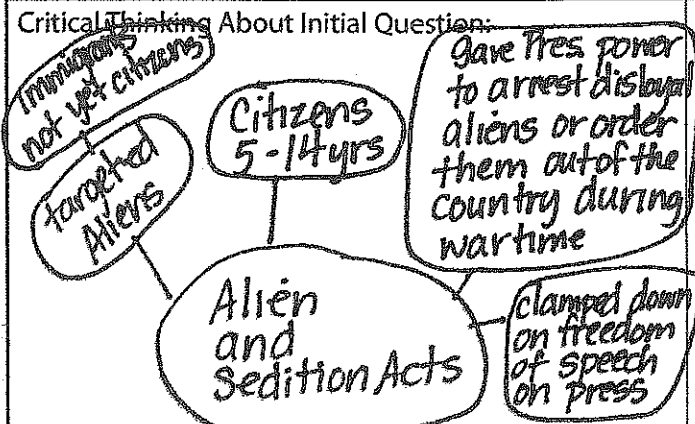
Jackie's 3-column notes

POC ?	Notes	Process
<p>○ If the business cycle contributes to how the macroeconomics works, what would be an example?</p>	<p>example: macro - behavior of all the U.S. micro - based on the state</p>	
<p>How would you explain the meaning of the opportunity cost of producing a product and the diff. between <u>explicit</u> cost and <u>implicit</u> cost?</p>	<ul style="list-style-type: none"> • <u>economic cost</u> - implicit or explicit • <u>explicit</u>: the monetary payments that a firm makes to obtain resources from owners of the firm - what owner actually pays • <u>implicit</u>: the monetary payment that would have been paid for self-owned resource • <u>opportunity cost</u> - what you're giving up in order to get • opp. cost = econ. cost ↓ can be both expl. or impl. • opp. cost of producing a product is what you are giving up in order to produce it. 	<ol style="list-style-type: none"> ① know what the diff. meanings are for implicit and explicit ② understand what opportunity means ③ explain what it means to produce a product ④ Apply knowledge to question



Tutorial Request Form (TRF)

Pre-work Inquiry (Before the Tutorial)

Subject: <i>Social Studies</i>			Name: <i>Jason</i>		
Standard Essential Question:			AVID Period: <i>5^o</i>		
			Date: <i>1/14/12</i>		
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
___/12	___/1	___/2	___/3	___/7	___/25
Initial/Original Question: Source, Page # and Problem #: <i>p. 306-307 #1 (Homework)</i>					
<i>Was the law that passed against Sedition in 1798 a violation of American's right to freedom of Speech? Explain why or why not?</i> 11					
Key Academic Vocabulary/Definition Associated With Topic/Question:					
<ol style="list-style-type: none"> <i>Sedition - a stirring up of rebellion against a govern.</i> <i>Violation - is something that prohibits you from doing something; which you did wrong.</i> 12 					
What I Know About My Question:					
<ol style="list-style-type: none"> <i>The law passed was a violation of Americans' right to freedom of speech.</i> <i>The Alien and Sedition Act in 1798 was passed by the Federalist Congress to silence its critics.</i> 12 					
Critical Thinking About Initial Question:			Identify General Process and Steps:		
			<ol style="list-style-type: none"> <i>Review details about Alien and Sedition Acts in 1798.</i> <i>Create cluster diagram</i> 		
<p><i>POC</i> Was it a violation of Americans' rights to freedom of speech? 13</p>					
Question From Point of Confusion:					
<i>How can I determine if the Alien and Sedition Act of 1798 is a violation of freedom of speech?</i> 12					

Three-Column Note-Taking (In Class—During the Tutorial)

Take three-column notes (question/notes/steps or process) during the tutorial on notebook paper. Keep your notes in your binder to study.

Reflection (In Class—After the Tutorial)

My point of confusion is based on a focus area from my Tutorial Analysis Grade Reflection: Yes No

I was a student presenter during tutorial today: Yes No

My point of confusion was ... how can I determine if the Alien and Sediton Act of 1798 is a violation of freedom of speech?

/1

What I learned about my point of confusion is ... that using a cluster diagram I could record facts from my notes that I learned about the Alien and Sediton Act.

/1

I gained a new/greater understanding of my point of confusion by (when) ... I made a t-chart and organized my information by violations and non-violations. I realized since I had no information in the non-violation column that the Alien and Sediton Acts were a violation of freedom of speech.

This learning is important because it connects to my previous learning/experience myself

and/or my world (circle one) in the following way ... it shows me that I can

use graphic organizers to organize my work, brainstorm new info. and record my new learning

/2

What I found meaningful about today's tutorial session is ... that it made me think about my freedoms as an American and when my freedom of speech may be violated.

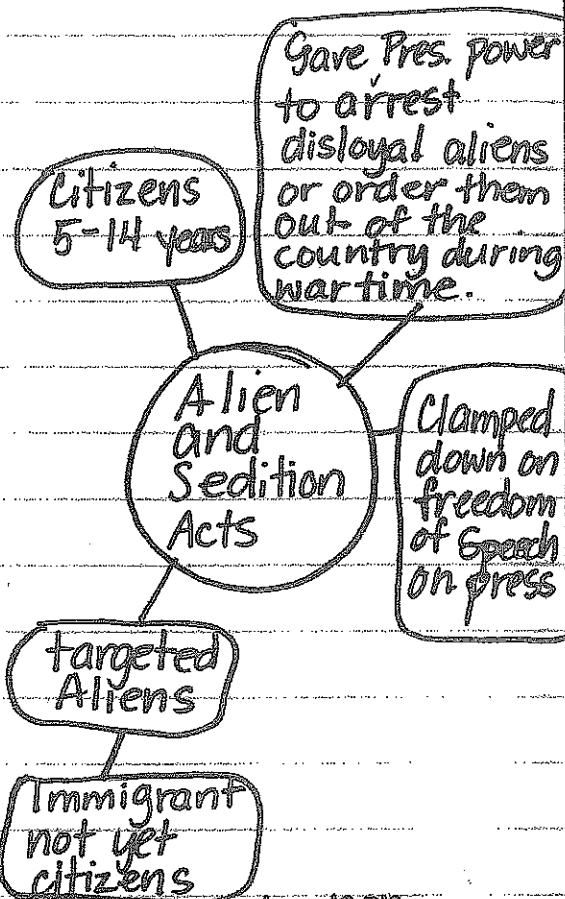
/1

Jason's 3-Column Notes

POC ?

How can I determine if the Alien and Sedition Act of 1798 is a violation of freedom of speech?

TRF Notes



Process

1. Created a cluster diagram about the Alien and Sedition Act.
2. Created a T-chart to show if the facts were a violation or non-violation of freedom of speech.
3. Analyzed the T-chart to determine if it was a violation of freedom of speech.
4. Determined that the act is a violation of the freedom of speech.

violation	non-violation
<ul style="list-style-type: none"> • Citizens from 4-15 yrs. • Clamped down on freedom of speech - press • Pres. can arrest disloyal aliens • Pres. can order aliens out of country 	<p style="text-align: center;">Q</p>

It is a violation of Freedom of speech!

Example for today - newspaper not publishing article.

Jason's Textbook Notes

Essential Question: What were the Alien and Sedition Acts?

Why were the Acts passed?

1. Federalists Congress passed in 1798 to stop criticism during war time crisis
- threat of war w/ France

to strengthen fed gov

How do I explain what the Alien and Sedition Acts of 1798 are?

2. Laws

1st - Naturalization Act passed by Congress on June 18.

- Required that aliens be residents for 14 yrs instead of 5 yrs before they became eligible for U.S. Citizenship

2nd - Passed Alien Act on June 25th authorize Pres. to deport aliens "dangerous to peace of states" during peace time

3rd - Alien Enemies Act - July 6

- Allowed the wartime arrest, imprisonment, and deportation of any alien subject to an enemy power

Last - Sedition Act - passed July 14.

- Any treasonable activity (publications (false/ scandalous)) can be punishable by fines or prisons

What are the differences of the four laws that make up the acts?

Summary: The Alien and Sedition Acts were passed in 1798 to stop criticism during the wartime crisis under France. The Alien and Sedition Acts are made up of four laws collectively. The four laws (Naturalization Act + Alien Act + Alien Enemies Act + Sedition Act) were created to strengthen the Federal government. Each law is different ranging from the number of years it takes to become a citizen to not being able to publish false



Tutorial Request Form (TRF)

Pre-work Inquiry (Before the Tutorial)

Subject: <u>Algebra 2</u>			Name: <u>Jennifer</u>		
Standard/Essential Question: <u>Solve for the quadratic equation and graph.</u>			AVID Period: <u>2^o</u>		
			Date: <u>9/29/11</u>		
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
___/12	___/1	___/2	___/3	___/7	___/25

Initial/Original Question: _____ Source, Page # and Problem #: _____

Solve the following quadratic equation and graph it:
 $y = x^2 + 2x + 3$ /1

Key Academic Vocabulary/Definition Associated With Topic/Question:

- Completing the square - a process used to make a quadratic expression into a perfect square trinomial. /12
- parabola - set of all points in a plane that are the same distance from a given point. /12

What I Know About My Question:

- Part of transforming the equation is using completing the square.
- The first step to graphing after transforming the equation is finding and plotting the vertex. /12

Critical Thinking About Initial Question:

$y = x^2 + 2x + 3$
 $y - 3 + \underline{\quad} = x^2 + 2x + \underline{\quad}$
 vertex: ?

*You are supposed to graph the inequality and end up with a parabola.
*But 1st you are supposed to turn the equation to $y = a(x-h)^2 + k$

x			
y			

vertex (h, k)

/3

Identify General Process and Steps:

- To transform the equation you have to start by completing the square.
- Since you are supposed to graph the equation, that's why you change it to $y = a(x-h)^2 + k$
- You find the vertex to plot the first point of the equation
- Use a "x" and "y" table to find the other points.

/12

Question From Point of Confusion: By using my prior knowledge of completing the square, how do I transform the equation into vertex form and what is the process for finding the points? /12

Three-Column Note-Taking (In Class—During the Tutorial)

Take three-column notes (question/notes/steps or process) during the tutorial on notebook paper. Keep your notes in your binder to study.

Reflection (In Class—After the Tutorial)

My point of confusion is based on a focus area from my Tutorial Analysis Grade Reflection: Yes No

I was a student presenter during tutorial today: Yes No

In the space below, elaborate on the following questions as you reflect on the tutorial process: What was your/ the point of confusion? What did you learn about the point of confusion? When/how did you gain a new/ greater understanding about the point of confusion? How does this new learning connect to previous learning/ experiences, yourself and/or the world? What did you find meaningful about the tutorial session?

17

My point of confusion was how to transform the equation into vertex form and how to find the points to graph the parabola after you have found the vertex. From my point of confusion, I learned how to use the "x" and "y" table to find the points. I gained a greater understanding about my point when I was solving for the vertex. Graphing the quadratic connects to my previous learning of regular graphs. What I found meaningful was the process of finding the vertex because I wasn't just learning how to solve for the vertex, but also I was learning how to complete the square.

Jennifer's 3-Column Notes

TRF

POC ?

By using my prior knowledge of completing the square, how do I transform the equation into vertex form and what is the process for finding the points?

Notes

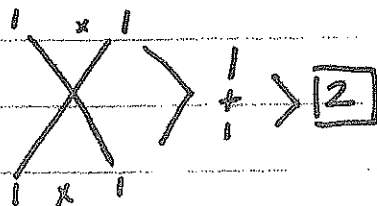
$$y = x^2 + 2x + 3$$

$$y - 3 + \underline{\quad} = x^2 + 2x + \underline{\quad}$$

$$\downarrow \left(\frac{b}{2}\right)^2 = \left(\frac{2}{2}\right)^2 = \boxed{1}$$

$$y - 3 + 1 = x^2 + 2x + 1$$

$$y - 2 = x^2 + 2x + 1$$



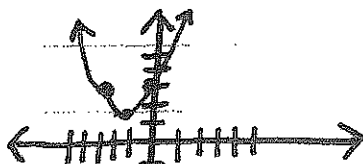
$$y = a(x-h)^2 + k$$

vertex: (h, k)

$$y - 2 = (x + 1)^2 + 2$$

$$\boxed{y = (x + 1)^2 + 2}$$

vertex: $(-1, 2)$



x	-2	-1	0
y	3	2	3

$$y = (0 + 1)^2 + 2$$

$$y = (1)^2 + 2$$

$$y = 1 + 2 \rightarrow \boxed{y = 3}$$

$$y = (-2 + 1)^2 + 2$$

$$y = (-1)^2 + 2$$

$$y = 1 + 2 \rightarrow \boxed{y = 3}$$

Steps

- 1) Use completing the square
- 2) Fill in the blanks
- 3) Factor the right side of equation
- 4) Add (the 2)
- 5) Find the vertex
- 6) Find the points near the vertex, plug them into the equation
- 7) Graph using those points

Jennifer's Content Class Notes

Graphing Quadratics

1. How does the vertex affect the entire graph?

1. In order to graph quadratics (parabolas), we have to know how to find the vertex

• Finding the vertex depends on the equation form

How can finding the vertex using vertex form be easier than with standard form?

2. Standard Form

$$f(x) = ax^2 + bx + c$$

vertex is at

$$x = \frac{-b}{2a}$$

Vertex Form

$$y = a(x-h)^2 + k$$

vertex =
(h, k)

"k" - vertical translation

"h" - horizontal translation

How else can you solve for the equation if it is not a perfect square?

3. • The completing the square can be used to solve when the quadratic is a perfect square

• Step 1 - Find $\frac{1}{2}$ of b, the coefficient of x

Step 2 - Square the result in #1

Step 3 - Add the rest of #2 to $x^2 + bx$

$$\text{symbols: } x^2 + bx + \left(\frac{b}{2}\right)^2 = \left(x + \frac{b}{2}\right)^2$$

Summary: The vertex is the point at which the axis of symmetry intersects a parabola, so if you mess it up, the entire graph is messed up. Using vertex form is easier because you just need to take h & k as the vertex. If the equation is not a perfect square then you can use the square root property to solve.

Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: <u>English</u>			Name: <u>Hazel Ibarra</u>												
Standard Essential Question: <u>What is the outline for an Expository Essay?</u>			AVID Period: <u>4th period</u>												
			Date: <u>10-3-13</u>												
Pre-Work Inquiry <u> </u> /12	Resources <u> </u> /1	Collaborative Inquiry <u> </u> /2	Note-Taking <u> </u> /3	Reflection <u> </u> /7	Total <u> </u> /25										
Initial/Original Question: <u>Explain how to write an Expository essay.</u> /1															
Source, Page # and Problem #: _____															
Key Academic Vocabulary/Definition Associated With Topic/Question:															
<ol style="list-style-type: none"> 1. Thesis - A statement or theory that is put forward as a premise to be maintained or proved. 2. Expository - Intended to explain or describe something. /2 															
What I Know About My Question:															
<ol style="list-style-type: none"> 1. I know that in order to write an expository essay you need to explain, use examples and, use experiences. 2. I know that you always need a thesis statement to write an expository essay. /2 															
Critical Thinking About Initial Question: <u>Parts of an Expository Essay</u>			Identify General Process and Steps:												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><u>Introductory</u></td> <td style="width: 50%;"><u>Body Paragraph</u></td> </tr> <tr> <td>• <u>Topic</u></td> <td>• <u>Topic Sent.</u></td> </tr> <tr> <td>• <u>Thesis</u></td> <td>• <u>Evidence 1</u></td> </tr> <tr> <td>• <u>Support opp</u></td> <td><u>2 and 3</u></td> </tr> <tr> <td><u>thesis</u></td> <td></td> </tr> </table>			<u>Introductory</u>	<u>Body Paragraph</u>	• <u>Topic</u>	• <u>Topic Sent.</u>	• <u>Thesis</u>	• <u>Evidence 1</u>	• <u>Support opp</u>	<u>2 and 3</u>	<u>thesis</u>		<ol style="list-style-type: none"> 1. Draw tree map 2. Write parts of a introduction 3. Write parts of a body Paragraph. 		
<u>Introductory</u>	<u>Body Paragraph</u>														
• <u>Topic</u>	• <u>Topic Sent.</u>														
• <u>Thesis</u>	• <u>Evidence 1</u>														
• <u>Support opp</u>	<u>2 and 3</u>														
<u>thesis</u>															
/3			/2												
Question From Point of Confusion: <u>What parts of an conclusion do I need to write an expository essay.</u> /2															

Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: English		Name: Martha Paz			
Standard Essential Question: Create a paragraph for an Expository essay		AVID Period: 4th		Date: 10-3-13	
Pre-Work Inquiry ___/12	Resources ___/1	Collaborative Inquiry ___/2	Note-Taking ___/3	Reflection ___/7	Total ___/25
Initial/Original Question: Source, Page # and Problem #: _____					
Look at the prompt: What do you need to explain to answer the question? I am writing about changing the school dresscode.					/1
Key Academic Vocabulary/Definition Associated With Topic/Question:					
1. Topic sentence: a sentence that explains to you what the main topic is.					/2
2. Commentary sentence: a sentence that explains more of your opinion is about something.					
What I Know About My Question:					
1. A expository essay explains.					/2
2. A expository essay is usually divided into Intro., Conclusion, and body Paragraphs.					
Critical Thinking About Initial Question:			Identify General Process and Steps:		
			1. draw bubble map 2. Fill out characteristics about the 2 topics 3. compare and contrast		
/3			/2		
Question From Point of Confusion:					
What is the difference between a commentary sentence and a topic sentence?					/2

Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: U.S History		Name: Jessica Ocampo			
Standard Essential Question:		AVID Period: 4th		Date: 10-2-13	
Pre-Work Inquiry ____/12	Resources ____/1	Collaborative Inquiry ____/2	Note-Taking ____/3	Reflection ____/7	Total ____/25
Initial/Original Question: Explain the 3/5ths Compromise; Include why this was necessary for ratification. /1					
Source, Page # and Problem #: _____					
Key Academic Vocabulary/Definition Associated With Topic/Question:					
<ol style="list-style-type: none"> 1. Unalienable Rights: Rights you are naturally born with such as life, liberty, and pursuit of happiness. 2. Compromise: A settlement of differences by mutual concessions. /2 					
What I Know About My Question:					
<ol style="list-style-type: none"> 1. The 3/5ths Compromise was that for every 5 slaves 3 votes would count towards representation and taxation. 2. People have the power in our government. /2 					
Critical Thinking About Initial Question:			Identify General Process and Steps:		
<pre> graph TD A[South wanted them to count] --> C[3/5ths Compromise] B[North didn't want them to vote] --> C C --> D[Slaves were made to be counted for 3/5ths They were made.] C --> E[They got less power] E --> F[South wanted power] </pre> /3			<p>I made a multi-flow map of the three fifths compromise. Then I put down causes and effects of the compromise.</p> /2		
Question From Point of Confusion: How did ratification changed with the five tenth amendment? /2					



Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

	Pre-work	Resources	Collaborative Inquiry	3-Column Note-Taking	Reflection	Total
Presenter	/30	/10	/25	/25	/10	/100
Group Member	—	/10	/25	/25	/10	/70

Subject: SS
Standard/Essential Question:

Name: _____
AVID Period: _____
Date: _____

What is a Senate? /2

Initial/Original Question:

Source, page # & problem #: Constitution Review WS

What is a Senate & how can I gain a greater understanding of it? What does it have to do w/ the const.? /4

Key Academic Vocabulary & Definition Associated with Topic/Question:

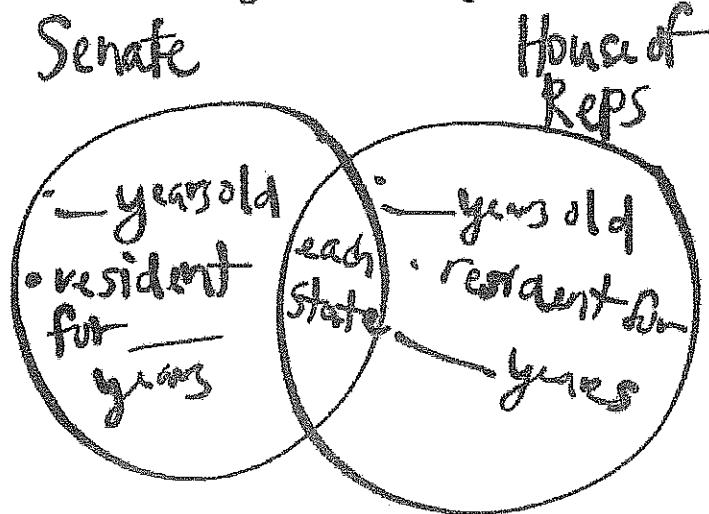
1. constitution: body of fundamental principles that governs a state/organization
2. Senate: legislative governing body

What I Know about my Question:

1. Constitution has to do w/ govt.
2. Senate has to do w/ const. & legislative branch

Critical Thinking about Initial Question:

Identify General Process and Steps



- 1.) made venn diagram
- 2.) Differences
- 3.) Similarities
- 4.) Roles?

Question from Point of Confusion:

How do the Senate and House impact laws and the constitution? /4



3.12: Presenting and Questioning

Tutorial Video Comparison Chart

Student Presenter

Directions: As you watch the tutorial video, record your observations for the student presenter in the video next to each category listed in the first column. Record what you do as a student presenter for each category in the second column. Create next steps for yourself as an effective student presenter and record in the last column.

	Video Observations	Myself as a Student Presenter	Next Steps for Me
Stands up and presents question formally to the group			
Shares pre-work and point of confusion			
Presents an authentic question			
Records own thinking on the whiteboard, as well as the group's thinking			